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ABSTRACT

Intended for students, professionals responsibile for policy development, and advocates for children and family, this selected annotated bibliography cites a variety of publications, journals, and books concerned with social policy and child care. The 58 entries highlight issues such as: (1) quality from the child's perspective; (2) caregiver training and professional development; (3) emerging societal and demographic trends; (4) family roles and child care; (5) advocacy; and (6) policy research. (MDM)

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CHILD CARE AND SOCIAL POLICY: AN ANNOTATED BIBILOGRAPHY

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Child care and social policy: An introduction to the annotations

The purpose of this bibliography is to give a brief overview of a variety of leading publications, journals, and books that are concerned with social policy and child care. The focus of these collected works is on variables which affect the development of social policy with regard to child care issues, particularly that of quality of care. The annotations are brief, but give a basic overview of the content and mission of the publication.

It is the perspective of the authors that the development and evolution of social policy, particularly in the case of children's issues, is an interactive cause and effect system that is reflective of American society's ongoing struggle to define how as a society we will seek to manage our relationships with dependent populations. The selected references highlight issues of quality from the child's perspective, caregiver issues of training and professional development, overall documentation of emerging societal and demographic trends, family roles and child care, advocacy, and policy research. It is anticipated that this annotated bibliography will be of use to students, professionals responsible for micro and macro policy development, and advocates for children and their families.

Child Care and Social Policy: An Annotated Bibliography

Armstrong, J. and Sugawara, A. (1989). Children's perceptions of their day care experiences. Early Childhood Development and Care 49:1-15.

The study explored a means of obtaining information about preschool children's perceptions of their day care experiences, using an interview questionnaire. The questionnaire consisted of questions related to children's thoughts and feelings about their day care experiences, including those focused on common occurrences, problem situations, activities and teachers. This questionnaire shows promise as a means of obtaining information about young children's perceptions of their day care experiences.

Black, M. (1991). Early intervention services for infants and toddlers: A focus on families. Journal of Clinical Child Psychology 20(1), 51-57.

A reciprocal partnership between researchers and policy-makers is proposed to ensure that early intervention services effectively reach their goal of reducing the risk of developmental delay among at-risk infants and toddlers.

Booth, A. (Ed.) (1992). Child Care in the 1990s: Trends and Consequences. Hillsdale, NJ: Lawrence Erlbaum.

Contains the papers from a 1991 symposium on child care in the U.S. in the 1990s, providing broad coverage of major issues. Addresses the issues of supply and demand for child care, practices that lead to both positive and negative outcomes for children, consequences of practices and arrangements designed for the well-being of parents and providers, and the policies necessary for high quality child care.

Bruner, C. (1993). So You Think You Need Some Help? Making Effective Use of Technical Assistance. New York: National Center for Service Integration.

A comprehensive guide for teaching and human service professionals on how to most effectively use the expertise of

others. Issues of problem identification, resource availability, establishing goals, and follow-up/support are considered.

Cain, V. and Hofferth, S. (1989). Parental choice of self-care for school-age children. Journal of Marriage and the Family 51(Feb.):65-77.

Provides national estimates of the number of school-age children who had been in self-care of a sibling or other person under the age of 14 either before school, after school, or at night. The use of nonparental care and the choice of self-care by parents are analyzed. Results suggest that self-care is more likely to be used by middle- and upper-income white mothers living in suburban or rural areas, with no other adults in the household, for older children, and for only a short time each day, than by other mothers.

Carlson, H. and Stenmalm, L. (1989). Professional and parent views of early childhood programs: A cross-cultural study. Early Child Development and Care 50, 51-64.

The study suggest that parents and professionals, particularly those who have significantly different ideas, may need to discuss a common purpose and philosophy about what is important for young children in early childhood programs. This purpose needs to take seriously the societal context in which children live. From such studies, both broad and narrow, suggestions for building effective parent-professional partnerships can be drawn.

Chaudry, A.; Maurer, K.; Oshinsky, C.; and Mackie, J. (1993). Service Integration: An Annotated Bibliography. New York: National Center for Service Integration.

A detailed reference bibliography on inclusionary human service; references span items of recruitment, priority development, liability and reward, federal/state incentives, management guidelines, and skill development.

Child Care Careers Institute. (1992). An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce. Boston, MA: Wheelock College.

A comprehensive bibliography of a variety of resources available for formal and informal training. The references consider subject matter and content, level of expertise, format for involvement, sequential fit, quality, and trainer expertise.

Children's Defense Fund. (1994). The State of America's Children. Washington, DC: Children's Defense Fund.

A comprehensive book that offers U.S. and international demographics and trends in such areas as child care, health, education, development, housing and homelessness, and a wealth of other topics concerning children.

Clarke-Stewart, K. (1991). A home is not a school: The effects of child care on children's development. Journal of Social Issues 47:2, 105-123.

This research found that the most likely causes of the difference in children's development were educational lessons, opportunities to practice skills and follow rules with a variety of peers and nonparental adults, and encouragement of independence by nonauthoritarian teachers.

Clyde, M. (1989). Who is the odd man out: Men in early childhood settings? Early Child Development and Care 52, 93-99.

This article discusses the presence of males in the area of child care settings. It covers the traditional view and the new trends in the U.S. and Australia for providers of early childhood settings. The author addresses whether males in this setting would change the type of care. It suggests that males would prevent children from perceiving school as a female-dominated institution, improving school performance and classroom atmosphere for boys, acting as a counter-balance for "urbanization" and "family disintegration problems," providing masculine role models for boys, preventing juvenile delinquency, and finally changing the image of the early childhood profession itself.

Coleman, M. (1991). Planning for the changing nature of family life in schools for young children. Young Children 46:4, 15-20.

This article documents the need for programs for young children to adopt parent participation programs that reinforce a consistency of early growth and development experiences between family and classroom.

Coleman, M.; Johnson, C.; and Todd, C. (1990). Self-care and school-age child care resources. Journal of Home Economics, Spring, 53-57.

This article provides a review of self-care and school-age child care resources that can be used alone or in conjunction with Project Home Safe, a collaborative effort between the American Home Economics Association and the Whirlpool Foundation, which focuses on supports for children in self-care and provides a list of resources that can be used to develop new school-age child care options in communities to improve the quality of existing programs through staff training.

Culkin, M.; Morris, J.; and Helburn, S. (1991). Quality and the true cost of child care. Journal of Social Sciences 47:2, 71-86.

This paper identifies the kinds of child care subsidies that exist and estimate their importance in various sites, representing different types of child care settings. The study estimated the importance of five types of possible subsidies in the child care industry. Low wages were the primary factor holding down child care costs, while contributions to centers and subsidies to parents also played major roles.

David, M. (1982). Day care policies and parenting. Journal of Social Policy 11(1), 81-92.

A review article on day care policy which contends that neither mothers nor the institutions of child-care such as day nurseries, playgroups, nursery schools, or child-minders are fully adequate to the task. The dominant emphasis is to persuade government to take further action on the basis of present practice and organization. Until it is recognized that the model of homely maternal care for children is not the only, nor necessarily the best, way of raising children too young to

attend school, the day care debate will founder on moral arguments suffused with administrative and financial detail.

Dittmann, L. (1992). Finding the Best Care for Your Toddler. Washington, DC: National Association for the Education of Young Children.

Defines "good care" for infants and toddlers, provides a list of questions to ask regarding child care. The guide compares/ contrasts home care to group care and offers examples of quality care.

Edgar, D. (1989). Strengthening families in the 1990s. Early Child Development and Care, 52, 25-31.

Family policy is presented as the focal point to address the crisis of the welfare state. A rethink of public expenditure and a return to family support is proposed. Research has shown that children raised by sole mothers, with few resources and limited social contact, are less competent than children who are able to attend well-equipped, high quality day care.

Frankel, A. (1991). Social work and day care: A role looking for a profession. Child and Adolescent Social Work, 8:1, 53-67.

The analysis discussed in this article suggests that social work is not involved enough in child care systems on a local or national basis. The author discusses why this is so, and suggests points of access for social workers, and recommends that more policy and programmatic emphases be put on providing social services to various types of day care.

Giangreco, M.; Cloninger, C.; and Iverson, V. (1993). Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education. Baltimore, MD: Paul H. Brookes.

A well-researched and documented book which considers multiple perspectives on the best practices for developing a range of options for full inclusion of children with special needs and their families. Inclusive education is broadly defined with attention given to an ecological perspective on how to best "manage" an individual child's needs for inclusion and how the "system" may best adapt to the emerging issues of inclusion.

Goffin, S. and Lombardi, J. (1988). Speaking Out: Early Childhood Advocacy. Washington, DC: National Association for the Education of Young Children.

A practical guidebook about how public policy is made and what professionals, volunteers, and parents can do to influence decisions in favor of children's best interests.

Gonzalez-Mena, J. (1993). Infants, Toddlers, and Caregivers. Mountain View, CA: Mayfield Publishing Company.

Offers realistic scenarios of interaction between infants and caregivers with suggestions for solutions to problems likely to be encountered in caregiving situations.

Heddin, A. and Ekholm, B. (1989). A data-feedback method used by staff in day-care centers to improve the quality of their work. Early Child Development and Care, 5 3, 23-28.

A data feedback method, based on observations of daily activities, was tested in eleven Swedish day-care centers to start innovative work. Advantages and disadvantages with data collectors who came from different levels of the day care organization were studied and also hindrances in the change process. The point of departure for this study was to try a method that could help the staff in day-care centers to improve the quality of their work by making them aware of discrepancies between their practice and their goals.

Hofferth, S. and Phillips, D. (1991). Child care policy research. Journal of Social Issues, 4 7:2, 1-13.

Reviews current child care policy issues in the U.S. Overall availability appears to be adequate, but most concerns are of quality rather than quantity. This paper describes the market for child care from the perspective of the parents, providers, children, and government, focusing on the trade-off between quality and cost, effects of child care on children, the role of the government, and the effects of governmental intervention.

Honig, A. (1989). Quality infant/toddler caregiving: Are there magic recipes? Young Children, 44:4, 4-10.

This article focuses on some of the key programmatic components of quality day care, and points out that many easy-to-read materials are available for caregivers to help them restructure daily routines into enriching experiences.

Hood, J. and Merline, J. (1990). What you should know about day care. Consumers' Research, August, 29-32.

This article discusses various licensing and registration requirements for day care centers, and examines the cost to consumers for these regulations.

Kagan, S. (1991). Examining profit and nonprofit child care: An odyssey of quality and auspices. Journal of Social Issues, 42:2, 87-104.

This article explores the relationship between profit and quality in early child care and education from three perspectives: historical, research, and policy. It analyzes why the profit/nonprofit debate is endemic to the current system, offering suggestions for future policy initiatives to improve the nation's child care system.

Kagan, S. (1990). The changing world of early care and education: Retrofitting practice and policy. Child and Youth Care Quarterly, 19:1, 7-20.

The author suggests that early care and education policy and practice will need to be changed dramatically to meet the changing needs of today's children. This article delineates structural, philosophical, and pedagogical challenges that must be retrofitted as a new and effective social strategy.

Kendrick, A.: Kaufmann, R.; and Messenger, K. (1991). Healthy Young Children: A Manual for Programs. Washington, DC: National Association for the Education of Young Children.

A comprehensive manual providing most current information and ideas for assuring healthy practices for children and adults

in group care settings. Usable format and topical index make this resource easy to use.

Kisker, E. and Silverberg, M. (1991). Child care utilization by disadvantaged teenage mothers. Journal of Social Issues, 47:2, 159-177.

This paper examines the child care situation of teenage mothers on AFDC. The results focus on the need for care, the extent to which child care is a barrier to participation in employment-related activities, the types of child care used, the cost of care, and mothers' satisfaction and problems with their arrangements.

Koistelnik, M.; Soderman, A.; and Whiren, A. (1993). Developmentally Appropriate Programs in Early Childhood Education. New York: Macmillan Publishing Co.

A comprehensive review of DAP as they may be best implemented in classrooms with young children. Focus is on identification of environments, teaching practices, and curriculum. Research is relevant, current, and integrated throughout.

Larner, M.; Halpern, R.; and Harkavy, O. (Eds.) (1992). Fair Start for Children: Lessons Learned from Seven Demonstration Projects. New Haven, CT: Yale University Press.

A summation of the efforts and effects of seven projects funded by the Ford Foundation in diverse communities in the U.S. during the early 1980s. These projects, all members of the Child Survival/Fair Start network, addressed issues related to birth, infant health, and development among low-income families underserved by traditional health and human services. Recommended reading for program designers, evaluators, and practitioners.

Lipsitz, J. (1991). Public policy and young adolescents: A 1990s context for researchers. Journal of Early Adolescence 11(1), 20-37.

Discusses two trends that have diminished the relevance of developmental research for policymakers: 1) the absence of

context-specific developmental studies, and 2) the remoteness of developmental research from public-private policy analysis. The powerful interrelationship of poverty, race, and demographics has changed the ecology of early adolescence for substantial and identifiable subsets of the population. The authors attest that what is at stake is the preservation of early adolescence for all children, regardless of their economic circumstances.

Lubeck, S. and Garrett, P. (1988). Child care 2000: Policy options for the future. Social Policy (Spring), 31-37.

This article explores the current situation as a basis for delineating alternative strategies for future care and education of young children. As the year 2000 approaches, there will be an increasing need for women in the workforce, and child care promises to be the major employment issue of the 1990s. This article presents a conceptual model for considering policy alternatives based on whether and to what extent an option supports child rearing by the nuclear/extended family or by others.

McGill-Franzen, A. (1993). Shaping the Preschool Agenda: Early Literacy, Public Policy, and Professional Beliefs. Albany, NY: State University of New York Press.

A public policy review of how current issues are impacting the implementation of practices affecting programs for young children. The perspective of professionals from a variety of fields have been influential in determining policy and the direction of such impacts are found in the book.

National Association for the Education of Young Children. (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. Young Children, 21-38.

A position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education, adopted November 1990.

National Commission on Children. (1993). Just the Facts: A Summary of Recent Information on America's Children and Their Families and Speaking of Kids: A National Survey of Children and Parents. Washington, DC.

These two documents report current information on the social, educational, economic, and resource conditions of children and their families. Attitudes on child care, parenting, family support, and public policy impact are presented in text and table form.

National Research Council. (1990). Who Cares for America's Children? Washington, DC: National Academy Press.

Issues that surround diversity of opinion regarding child care in the U.S., including who should be responsible for child care, what constitutes quality, and what factors are important to child development are reviewed. It also makes recommendations for research priorities, presents specific policy goals, and highlights a set of short-term priorities for immediate action.

O'Brien, S. (1990). The intergenerational dilemma: Where have all the grandparents gone? Childhood Education 67:1, 40-42.

This article examines the changing face of America's extended family structure and how it has affected traditional methods of child care arrangements.

Peters, D. and Pence, A. (Eds.) (1992). Family Day Care: Current Research for Informed Public Policy. New York: Teachers College Press.

A careful review of economic and social issues surrounding family daycare. Training, service delivery, relationship with families, regulation, community impact, quality of care, and child outcomes are considered. Implications for policy development are presented.

Phillips, D.; Howes, C.; and Whitebook, M. (1991). Child care as an adult work environment. Journal of Social Issues 47:2, 49-70.

The article details a study conducted to assess predictors of job satisfaction and turnover, and to link these aspects of the adult work environment of child care to the quality of care, as assessed from a child development perspective. Staff wages were the most important negative predictor of turnover and positive predictor of the quality of care provided to children.

Powell, D. (1989). Families and Early Childhood Programs. Washington, DC: National Association for the Education of Young Children.

A very readable, up-to-date translation and interpretation of research and theory about the importance of family participation in children's programs and schools. This book is designed for teachers and decision makers alike.

Reeves, D. and Witwer, A. (1991). Recruiting and Retaining Child Care Providers: Ways to Make a Difference in Your Community. Englewood, CO: The Work and Family Consortium and the Colorado Association of Family Child Care.

Guidelines for supporting child care providers in local communities are documented. Issues affecting recruiting and retention include professional affiliation and networking, ongoing training, professional development (promotion), and establishing long-term relationships with families are explored.

Reisman, B.; Moore, A.; and Fitzgerald, K. (1988). Child Care: The Bottom Line. New York: The Child Care Action Campaign.

An economic and child care policy paper. One of the organization's main goals is to collect, analyze, and disseminate information about public-private initiatives, child care legislation, and state level efforts at planning and coordination, with a particular emphasis on the process of achieving consensus and implementation.

Saracho, O. (1989). Cognitive style and the evaluation of young children's educational programs. Early Child Development and Care 51, 13-28.

This information can make it possible for teachers or evaluators to predict which students can function in a traditional, individualized, or alternative program. The data provides information regarding which resources (programs, tapes, instructional packages or contracts, films, games, or small group techniques) are best for the individual students. The evaluation of cognitive styles indicate the individuals' learning in the different subject matter areas as well as the nature of the student-teacher interactions in the classroom.

Sonenstein, F. and Wolf, D. (1991). Satisfaction with child care: Perspectives of welfare mothers. Journal of Social Issues 47:2, 15-31.

Examines the perspective of AFDC mothers on their child care in the period before welfare reform (1983-84) to explore the characteristics of care that mothers are likely to seek: quality, convenience, dependability, and cost. Convenient hours and adequate supervision were valued for all preschool children; convenient location and low child-to-adult ratios were important for children under the age of three; learning opportunities, happiness, and lower levels of caretaker experience were important for older preschoolers. Type of care used was not directly associated with satisfaction level.

Spodek, B. (Ed.) (1993). Handbook of Research on the Education of Young Children. New York: Macmillan Publishing Company.

An extensive and comprehensive edited volume. Teaching practices, play, curriculum evaluation, diversity issues, teacher education, children's learning capabilities, and additional topics are covered. A landmark reference.

Spodek, B. and Saracho, O. (Eds.) (1992). Yearbook in Early Childhood Education: Volume 3, Issues in Child Care. New York: Teachers College Press.

Affords a sense of the complexity of the child care field, which is seemingly replete with inconsistencies and contradictions.

This book summarizes the past decade of thinking in eight areas of child care.

Swan, W. and Morgan, J. (1993). Collaborating for Comprehensive Services for Young Children and Their Families: The Local Interagency Coordinating Council. Baltimore: Paul H. Brookes.

The perspectives of special education professionals, including service delivery professionals in a number of fields (OT, PT, etc.), are presented. Issues of how to access information on children and form a collaborative perspective and a collaborative program for a child are detailed. The role of the ICC is a primary focus of the book (as it serves as the center for delivery of a comprehensive package).

Tari, A.; Hancock, S.; and Brophy, K. (1989). Factors to be considered in integrated programs for young children: A review. Early Childhood Development and Care 53, 47-46.

Outlines the elements to be considered in the process of integration in preschool, day care, and early school programs. The review of research focuses on the attitudes and behaviors of teachers and the opinions and concerns of parents involved in the process. The authors contend that the roles of the teacher and the parents of all children must be considered for a successful integration experience. The overall focus was on evaluating whether one of the goals of integration-social interaction was occurring.

Todd, C.; Albrecht, K.; and Coleman, M. (1990). School-age child care: A continuum of options. Journal of Home Economics, Spring, 46-52.

Presents a conceptual framework for organizing the diverse options typically chosen by working parents in caring for school-age children and discusses each option in detail.

Waite, L.; Leibowitz, A.; and Witsberger, C. (1991). What parents pay for: Child care characteristics, quality, and costs. Journal of Social Issues 47:2, 33-48.

Examines which parents select "high quality" care for their children and which child care arrangements most often have

the features associated with the best outcomes for children. Results show that on several dimensions care in a home provides features linked to quality care, but in general, parents do not pay more for the features of child care associated with high quality in the child development literature.

Waxman, P. (1991). Children in the world of adults: On-site child care. Young Children 46:5, 16-21.

The article points out the many advantages of on-site child care. Demand is high for well-trained, flexible, empathetic staff. The need for parents to understand in programmatic terms what quality means and how it is implemented is discussed.

Whitebook, M.; Howes, C.; Phillips, D.; and Pemberton, C. (1989). Who cares? Child care teachers and the quality of care in America. Young Children 45:1, 41-45.

This report of the National Child Care Staffing Study was the most comprehensive examination of center-based care in the U.S. undertaken in over a decade. Three major goals guided the study: 1) examining the relations among child care staff characteristics, adult work environments, and quality of care provided; 2) examine the differences in child care quality, staff, and adult work environments in a variety of centers; and 3) compare center-based child care in 1988 to those in 1977 in order to identify trends.

Willer, B.; Hofferth, S.; Kisker, E.; Divine-Hawkins, P.; Farquhar, E.; and Glantz, F. (1991). The Demand and Supply of Child Care in 1990. Washington, DC: National Association for the Education of Young Children.

A brief but thorough documentation of the types of child care by child age, type of program, and population density. Information is appropriate and essential for public policy formation, especially as a rationale for quality and standards.

Woodhill, G.; Bernhard, J.; and Prochner, L. (Eds.) (1992). International Handbook of Early Childhood Education. New York: Garland Publishing, Inc.

A comprehensive guide of early childhood education practices beyond the U.S. Teacher training, child evaluation, program development, and family relationships are a few of the topics considered from varying cultural perspectives. A resource for program development and policy.

Zaslow, M. (1991). Variation in child care quality and its implications for children. Journal of Social Issues 47:2, 125-138.

The article examines how research defines and operationalizes day care quality and it assesses the evidence for four questions: 1) does variation in day care quality have implications for children's daily experiences in day care? 2) do cognitive and socioemotional development vary with day care quality while children are still in care? 3) is there any evidence of enduring implications of day care quality for children's development? and 4) how are family socioeconomic and psychological factors and day care quality linked?

Zigler, E. and Lang, M. (1991). Child Care Choices: Balancing the Needs of Children, Families, and Society. New York: The Free Press.

This book offers a definitive look at the American child care system, one that has become increasingly inadequate to meet the needs of our changing society. It examines what children and families require and compares that to what they are actually getting.

Zigler, E. and Muenchow, S. (1992). Head Start: The Inside Story of America's Most Successful Educational Experiment. New York: Basic Books.

An historical and contextual overview of Head Start. Research priorities, outcomes, and political strategies are examined as they have impacted the evolutionary pattern of Head Start. Implications for future policy development are included.